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REED COLLEGE

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Reed College was made possible in 1904 by the will of Amanda Wood Reed, of Portland, made in accordance with the wishes of Simeon G. Reed, her husband, who died in Portland in 1895. Mr. and Mrs. Reed came to Oregon from Massachusetts in 1851.

The will named five trustees, a self-perpetuating body, and wisely left to them the widest latitude in deciding the type of institution to be founded. The secretary of the General Education Board, Dr. Wallace Buttrick, made two trips to the Northwest for the purpose of studying educational needs. He submitted a full report to the Board. On motion of Dr. Charles W. Eliot, of Harvard University, the Board declared that the greatest educational need of Portland was a college of liberal arts and sciences. They further concurred with Dr. Buttrick in the opinion that there was no better spot in the United States for founding a college of the proposed type. In 1910, after taking counsel with other eminent educational leaders and after making an extensive survey of northwestern institutions, the trustees decided to establish first a College of Arts and Sciences.

The College began in temporary quarters in 1911 and in permanent buildings in 1912. The campus covers eighty-six acres in the city of Portland, on the east side of the Willamette River about three miles from the center of the city. Forty acres were the gift of the Ladd Estate Company. About seven hundred thousand dollars, which is all of the accumulated income from endowment except the amount appropriated for the current budget of the College, have been expended on grounds, buildings, and equipment. No additional funds are available for buildings, since the will forbids the use of any part of the present endowment for this purpose.

The endowment consists chiefly of forty-two pieces of real estate, centrally located, in the city of Portland. This guarantees the future

support of the College and fittingly links its material prosperity with that of the city which it is established to serve. The greater part of the endowment, however, is not now income-bearing and probably cannot wisely be made to contribute to the support of the College for some years to come.

Reed College is undenominational. The will provides that the institution "forever be and remain free from sectarian influence, regulation, or control, permitting those who may seek its benefits to affiliate with such religious societies as their consciences may dictate." No sectarian considerations enter into the election of trustees or faculty or the admission of students. There are religious meetings—daily chapel and Sunday vesper services, Bible-study classes, and Christian Association activities—in which all may take part without compulsion.

The eagerness of the College to provide the best possible conditions for the development of strong character is shown not merely or mainly in chapel services, but as well in the requirements for admission, the choice of the faculty, the scope and spirit of the curriculum, the refusal to tolerate neglect of studies, the conduct of athletics, the development of self-reliance and independent government among students, the co-operation of students and faculty in all community interests, and the uncompromising elimination of the most injurious activities of "college life."

As the notorious failures of college students to use their opportunities as they should are due partly to ignorance and the lack of timely, specific guidance, the College offers all Freshmen a systematic course of instruction, throughout the year, dealing with the actual problems of college life. The course comprises the following topics: the origin and development of the American college, the purpose of the college, departments of study, election of courses, principles and methods of study, note-taking, use of the library, student honesty, general reading and mental recreation, health, athletics, fraternity life, coeducation, college government, college spirit, religious affairs, the relation of the college to the community, the choice of a vocation.

The courses of instruction provide what is regarded as the best foundation for the professions of law, politics, medicine, ministry,

teaching, social service, journalism, and business. The entire resources of the institution are devoted to a liberal education suitable for these careers. There are no departments of agriculture, domestic art, engineering, forestry, military science, music, mining, or pharmacy. The College seeks to avoid the common error of spreading thinly over too much ground.

The participation of the faculty in the athletic tournaments, in the clubs, dances, campus-day events, and other social gatherings is a natural result of the dominant aims of the College. The traditional gulf between students and faculty appears to become, at Reed College, an imaginary line. The members of the faculty have been chosen primarily as enthusiastic teachers, men and women eager to make vital contact with individual students as human beings.

Social affairs at Reed College are inexpensive and simple, as becomes higher education, and are always subordinate to the main purposes of the College. There are no fraternities and no sororities, because the College prefers a wholesome, sensible, democratic social life of the entire institution. The dwelling-halls and the main building have social rooms for students and teachers and their friends. All but a few of the students live at home or in the dwelling-halls on the campus.

Money cannot purchase for any student better board, living accommodations, social opportunities, or instruction than is provided for all students. This is one of the minor conditions which has made Reed College a social democracy. Another is respect for productive labor; a large majority of the students are partially self-supporting. From the outset, most of the work in connection with the care of grounds, buildings, dining-hall, gymnasium, laundry, bookstore, laboratories, power plant, electrical equipment, fish experiment house and carpenter shop, and most of the multigrafing, typewriting, and other clerical work has been performed by students as means of self-support. This has given the whole student body a fine sense of proprietorship and responsibility. For this work, 70 per cent of the men students who were in attendance throughout the year 1913-14 received income from the College. Various loan funds have been established through generous gifts of friends. There are no free scholarships; all students are on exactly the same basis. Every

worthy student is helped who has already shown a marked capacity for helping himself.

The tuition fee of one hundred dollars covers about one-fourth of the cost to the College for the instruction of each student. The other three-fourths is paid from the income from endowment. Board and rooms are furnished at cost. The present cost of board is four dollars and fifty cents per week, and the charge for each room, regardless of location, is forty dollars for each semester.

The College desires only as many students as its resources and equipment can thoroughly care for. It has had from the beginning many more applicants than it could wisely admit. There were two hundred and sixty-three applicants for admission before a temporary building could be erected. Admission is based not merely on the completion of a secondary-school course of four years, or its equivalent, but on physical fitness, on scholarship above the average, on evidence of good character, earnestness of purpose, intellectual enthusiasm, qualities of leadership, and devotion to the true ideals of higher education. Young people whose interests or habits are inconsistent with these ideals are not welcome. The whole institution is organized and conducted for those students who are determined to gain the best possible preparation for the serious responsibilities of life.

As the traditional college-entrance examinations have neither discovered those qualified for college work nor kept out the others, and as ordinary certificates are vague and uncertain, varying from school to school and from subject to subject, often in extreme and always in unknown degrees, Reed College tries to take advantage of every other possible source of evidence concerning the fitness of candidates. The examination includes a personal interview by the President with each prospective student, as a result of which some are discouraged from undertaking the work of Reed College, some are advised to enter institutions better suited to their needs, and some of those who do enter the College have clearer ideas of the responsibilities involved.

As a supplementary effort to find out which applicants for admission are best qualified, the Department of Psychology has applied twelve carefully devised mental tests to every student who has ever

been admitted to the College. The correlations between relative standing in other entrance tests and in these psychological tests, and the correlations between achievement in the mental tests and achievement in the studies of the College are sought as guidance in judging candidates for admission.

No one is admitted until he has passed the physical examinations of the College physicians and of the directors of physical education. This does not mean that physical perfection or unusual strength is required; it does mean that the college community is guarded against contagious disease before the opening day and against the admission of students whose health would be endangered by stringent scholarship requirements. It means further that the College has, from the outset of the student's course, the necessary basis for prescribing his physical exercises and otherwise promoting his health.

No special students and no preparatory students are or ever have been admitted, and no students are or ever have been admitted on condition. That is to say, only those are accepted who are judged to be wholly prepared, before entrance, for the work of Reed College.

The government of the students, including the conduct of examinations and the administration of the dwelling-halls, is almost exclusively in the hands of the Student Council, elected annually by vote of all the students. The faculty has made no rules for conduct or discipline and has never overruled a decision of the Student Council. There is no "honor system" at Reed College, devised to cover certain hours or certain exercises; there is a principle of honor which is regarded as sufficient to cover all phases of student life at all times.

When nearly the entire faculty left the College for three days last spring to attend the annual Pacific Coast Convention of Scientific Societies at Seattle, the students took entire charge of the institution, including the conduct of all the classes and of the administration offices. The interesting fact is not that the students were willing and able to do this, but that the procedure was taken by everybody as a matter of course. It was important for the faculty to attend the meetings of fellow-scientists; it was important for the students that the work of the College should go on. So it went on; they did not even stop to discuss the matter.

The requirements for graduation from Reed College cannot be stated in years of residence, nor merely in courses completed, much less in hours or units of work. All students are graded by relative position according to a scientific system, based on a normal probability curve. Credit is given for quality as well as for quantity of work, and each student is recommended for a degree as soon as he earns it. There is no reporting of grades in courses. Upon the recommendation of that member of the faculty whom the student has chosen as his special counselor, the student comes up for a final oral examination in his major subject and closely related subjects before a committee made up of the faculty and of persons not otherwise connected with the College. This final examination is not designed to cover particular courses of the curriculum; its purpose is to find out whether the student, at the time when he proposes to graduate from the College, has a creditable grasp of his chief subject of study. It is partly for breadth of view and a non-academic standard that not all the examiners are teachers of the candidate. During the last semester of his residence the student takes a seminar in his major subject, in connection with which he prepares a thesis. A satisfactory thesis and final oral examination are required for the Bachelor's degree.

From the outset, Reed College has been false to the venerable traditions of the American college of liberal arts; for its interests, its activities, and its influence have extended far beyond its campus. In the three years of its life, the College has made many vital connections with the city, of some importance as social service and of incalculable benefit to the College because of the healthful reactionary influence upon it. Members of the faculty have been active in connection with innumerable organizations devoted to public welfare; the Oregon Civic league, for example, and the Oregon Social Hygiene Society, the Portland Vice Commission, the Recreation League, the Drama League, the Young Men's Christian Association, the Greater Portland Plans Association, the Society for Dental Education, the Public Library Association, the Portland Commercial Club, and the Consumers' League of Oregon.

The College has frequently had calls for assistance from various departments of the city government and has conducted many investi-

gations as a basis for civic improvements. One of these was a survey of Portland vaudeville and motion-picture shows, made by a committee of sixty at the request of the mayor of Portland. Another was a comprehensive study of the most significant facts concerning four hundred and thirty-one of the unemployed men in Portland. The city is constantly used as a laboratory by the College, especially by students of psychology, government, and sociology.

The students are called upon for important aid in connection with such varied affairs as the city elections, the churches, the Jewish Neighborhood House, the Frazier Home, the Young Men's Christian Association, the Committee of One Hundred for Oregon Dry, the Red Cross, the Good Roads Campaign, the Oregon Fish and Game Commission, the Municipal Court, the Public Education Committee of the Social Hygiene Society.

Already the annual spring conference of Reed College is looked upon as the clearing-house and source of inspiration for all organizations seeking to promote the welfare of the city. At the "Portland 1915 Conference" last May, for example, more than one hundred organizations were represented by speakers, exhibits, and delegates. Several thousand of the most active workers for the progress of the city met at Reed College for three days to set definite stakes for achievement, to interchange ideas, to enlist recruits, to arouse enthusiasm, and to get results. Scores of societies, with diverse objects and members, are co-operating with the College for the good of the city, eagerly and in fine spirit.

Typical of the attitude of the College toward the city and of the willing response of the people is the success of the Reed College Extension Course on "The Voter and the City of Portland." This course of six lectures, illustrated by three hundred lantern slides, aims to present to voters and prospective voters such vivid, concrete, non-partisan, and accurate information concerning every phase of the city's business as may be most useful to the men and women of Portland in meeting their duties of citizenship. The lectures have already been attended by over thirty-five hundred people and are now being given by a member of the Student Council to the classes in civics of the public schools of Portland and at the Central Library by a member of the faculty.

Extension courses, open to everybody free of charge, are conducted at Reed College, at the Main Public Library, at the Branch Libraries, at churches, and in various other parts of the city of Portland. These courses began the year the College was founded. The attendance in 1913-14 was over four thousand.

Physical education, careful examinations, and individual guidance by the College physicians and directors, and wholesome athletic sports, especially competitive games in the open air, are provided for all, teachers and students, men and women, for the sake of joy, recreation, health, and development. Intercollegiate athletic contests are excluded because they are antagonistic to the physical development of students and to scholarship, as well as because they always necessitate unwarranted expense and usually involve more serious evils. The Reed College ideal for athletics is out-of-door games in moderation for all students, especially those who need them most, instead of the excesses of intercollegiate games for a few students, especially those who need them least.

In the fall of 1914 every student in Reed College received some of the benefits of athletics; about 80 per cent of the students engaged in some form of exercise at least three times a week, approved by the Department of Physical Education. There is room for everybody—baseball and football fields, tennis courts, a quarter-mile track, a gymnasium, a lake, a river, and the open country. The faculty takes part in athletics on the same terms with the students and for the same purposes; it may be said, incidentally, that the faculty teams have held their own in tennis, basket-ball, handball, and baseball. The expenses are insignificant. The average amount per student expended on athletics by the Student Council in one year was sixteen cents. In a word, athletics at Reed College are conducted as education, not as business.